**Annual Assessment Report for 2021-2022 AY**

**Department/Program:** Department of Art, Design, and Art History **Degree:** ART BA

**Assessment Coordinator:** Matthew Hopson-Walker

1. **Please list the learning outcomes you assessed this year.**

The Studio Area’s assessment activity scheduled in our SOAP for 2021-2022 AY and therefore are on schedule, the direct measured assessments are the following:

Summative assessment PLO 2 and 3 from our core ART37- Digital Art. The descriptions of our PLO/SLOs are as follows.

PLO 2 – To expand the knowledge of multiple social and cultural traditions, issues and histories of art.

1. SLO – Students will apply conceptual elements and content in art to compose compelling and thought-provoking content.

PLO 3 – To recognize, experience, and maintain currency in the visual arts.

1. SLO – Students will develop projects that utilize contemporary approaches to materials and techniques relevant to their medium(s) of choice.

Cumulative assessment of SLO B in the PLO 1 and SLO A in the PLO 2 category from our Senior Exhibition. The descriptions of our PLO/SLOs are as follows.

PLO 1 – Introduce students to the materials, processes, and concepts of studio art practice.

1. SLO – Students will produce work that shows knowledge and proficiency of composition, form, and include the principles of art and design in their creative practice.

PLO 2 – To expand the knowledge of multiple social and cultural traditions, issues and histories of art.

1. SLO – Students will apply conceptual elements and content in art to compose compelling and thought-provoking content.

The indirect measure activity scheduled for AY 2021-2022 was a Community Survey which was not possible to complete due to ongoing conversations about approach. Instead, the Studio Art Area elected to use the opportunity to collect an Exit Survey of the area’s graduating seniors.

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**

For ART 37 – Digital Arts the faculty collected digital portfolios created by the students as an assignment. ART 37 is a required core class for all art majors, ideally taken in a student’s Sophomore or in the case of transfer students, early Junior year. A 12-point rubric was used for this assessment.

**12 Point Rubric Score Table**

|  |  |
| --- | --- |
| **SCORES** | **EXPERIENCE RANGE** |
| 1-3 | Beginning |
| 4-6 | Developing |
| 7-9 | Accomplished |
| 10-12 | Exemplary |

I have provided examples in the appendix of our individual student grading form *(Appendix 1.A)* and the scoring sheet *(Appendix 1.B)* used to collect the individual scores. The Studio Area met 5/6/2022 for two hours to review all the student materials. In Fall 2021 two sections of ART 37 was offered, in Spring 2021 only one. We reviewed all the provided digital portfolios which amounted to 28 students from the three sections. All three of these sections are taught by the same part-time instructor and the area has little control over how that total number of portfolios provided is arrived at.

The student portfolio assignment includes an artist statement, resume, and a minimum of 5 images of visual art created by the student in their core classes which include, Beginning Drawing, 2D design, 3D design, Digital Art, and Color Theory. The materials required for this portfolio assignment mirror materials required for academic and professional advancement such as, applications to graduate programs, internships, residencies, teaching positions, commercial representation, and/or for gallery exhibitions.

For the ART 112 – Gallery Techniques course assessment, the faculty reviewed a Senior Portfolio. The Senior Portfolio was collected from two sections of ART 112 taught by a different part time instructor offered during the Fall 2021 semester. The Senior Portfolio was an assignment structured into the ART 112 course and like the ART 37 Protfolio assignment, includes an artist statement, resume, and a minimum of 5 images of visual art created by the student in their capstone studio art courses. We examined all the applicant which amounted to 25 students.

For continuity the same 12-point rubric mentioned above for ART 37 was used for this assessment. As mentioned prior, the Studio Area met 5/6/2021 for two hours to review all the student materials. The submitted digital portfolios contained work from the students’ senior level courses in their areas of emphasis, animation, ceramics, drawing, painting, photography, printmaking, and sculpture. Ideally showing the accumulation of educational and art experiences in preparation of a culminating Senior Exhibition.

1. **What did you learn from your analysis of the data? Please include sample size and indicate how many students designated as proficient. Also indicate your benchmark and indicate the number of students who met that benchmark.**

We evaluated 28 students from our ART 37 - Digital Art course and 25 Students from our ART 112 Gallery Techniques. The studio area met and did assessment virtually together over a two-hour meeting. Six of the eight Studio Area T/TT Faculty participated in the meeting and provided their Assessment Score Sheets for Art 37 and the ART 112 – Gallery Techniques to me after the meeting. Scores for this year assessment is missing three faculty, one is FERPing, one was on medical leave, and the other submitted their evaluation scores into the coordinators mailbox and they were misplaced. Spreadsheets were created using the Assessment Score Sheets from all participants. *Please see ART 37 spreadsheets in Appendix 2.A & 2.B.*

We discovered some overlap amongst the students (6 graduating seniors) in both assessment pools which to us continues to indicate an impaction of ART 37. Thus, forcing students to take it in their Junior or Senior year instead of in their Freshman or Sophomore year. It may also indicate a whole in the area’s ability to advise or a lack of understanding of our core and/or prerequisites by the advising center. After removing the Seniors from the ART 37 collective spreadsheets for SLO 2.A and SLO 3.A there was still a low number of Freshmen or Sophomores which is due to impaction of the course as well as a lack of transfer courses at local Community Colleges. The ART 37 rubric scores were adjusted by removing all Seniors, giving us a better indication of the level of our students who are still engaged in their core or foundational course work and have entered the beginning courses of their Area of Emphasis (Animation, Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture).

Our benchmark for SLO 2.a from ART 37 is to have 80% of our students in the Developing (4-6) range. Of the 28 students we assessed 79% scored in the Developing category or above; 6 were in the beginning category, 13 were scored in the Developing category, 3 were scored in the Accomplished category, and no students were scored in the Exemplary category. We have fallen just short of our benchmark of 80% scoring a 4 or better by 5%. Here is the SLO rating table with the average score in red.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Students will apply conceptual elements and content in art to compose compelling and thought-provoking content. |  |  |  | 4.5 |  |  |  |  |  |  |  |  |

**PLO 2 – To expand the knowledge of multiple social and cultural traditions, issues and histories of art.**

As you can see score average of 4.5 falls right at the bottom end of the Developing category (4-7) we established for ourselves.

Our evaluation of SLO 3.a shows a slightly higher score average of 5.2 on our 12 point rubric. Our benchmark for SLO 3.a from ART 37 is to have 80% of our students in the Developing (4-6) range. Of the 28 students we assessed 86% scored in the Developing category or above; 4 were in the beginning category, 15 were scored in the Developing category, 3 were scored in the Accomplished category, and no students were scored in the Exemplary category. We have exceeded our benchmark of 80% scoring a 4 or better by 6%. Here is the SLO rating table with the average score in red.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Students will develop projects that utilize contemporary approaches to materials and techniques relevant to their medium(s) of choice. |  |  |  |  | 5.2 |  |  |  |  |  |  |  |

**PLO 3 – To recognize, experience, and maintain currency in the visual arts.**

In general, we would expect to find students with scores somewhere in the Beginning (1-3) to low Developing (4-6) range for this course, ideally with scores in the 3-5 range. In discussion with colleagues, we feel that the scores for this class (once adjusted by removing the seniors in the class) are around where we’d expect to see them.

For our assessment of the ART 112 – Gallery Techniques digital portfolio, I created spreadsheets using the Assessment Scoring Sheets from the Studio Area faculty. *Please see Senior Exhibition Spreadsheets Appendix 2.C & 2.D.* Within the pool of students evaluated were 5 non-majors which should not be enrolled in our studio art capstone course. Their ratings have been emitted. In general, we would expect to find students with scores somewhere in the Accomplished (7-9) to low Exemplary (10-12) range in their capstone course.

Our benchmark is to have 80% of our graduating seniors rating in the Accomplished or Exemplary categories in both assessed SLOs; For SLO 1.b. Of the 25 students evaluated 10 were scored in the Accomplished category, and 2 students were scored in the Exemplary category, and 8 students scored below the desired threshold. We fell below our benchmark with only 60% of our seniors reaching at least the 7-9 Accomplished range; with an average of the scores at 7.1 for this SLO. Here is the SLO rating table with the average score in red.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **b.** Students will produce work that shows knowledge and proficiency of composition, form, and include the principles of art and design in their creative practice. |  |  |  |  |  |  | 7.1 |  |  |  |  |  |

**PLO 1 – Introduce students to the materials, processes, and concepts of studio art practice.**

For SLO 2.a. Of the 25 students evaluated 7 were scored in the Accomplished category, and 2 students scoring in the Exemplary category, and 11 students scored below the desired threshold. We fell below our benchmark with only 45% of our seniors reaching at least the 7-9 Accomplished range; with an average of the scores at 6.7 for this SLO. Here is the SLO rating table with the average score in red.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Students will apply conceptual elements and content in art to compose compelling and thought-provoking content. |  |  |  |  |  | 6.7 |  |  |  |  |  |  |

**PLO 2 – To expand the knowledge of multiple social and cultural traditions, issues and**

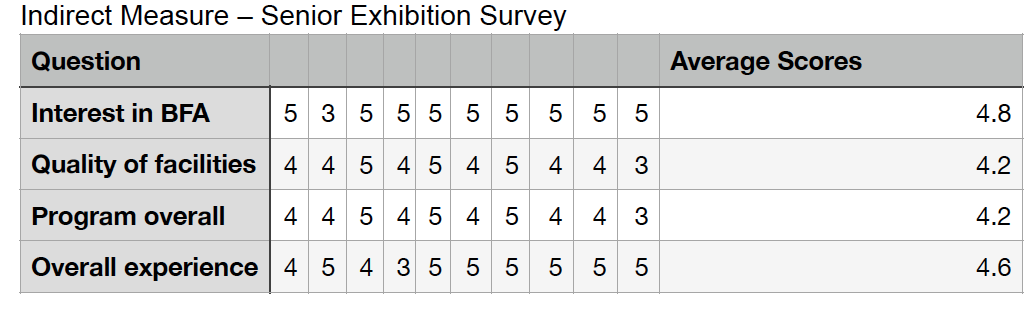
**histories of art.**

Though we are measuring different SLOs, that the score averages from ART 37 (4.5 & 5.2) and the ART 112 (7.1 & 6.7) indicate an improvement is in general a positive outcome for the Studio Art Area. That students are increasing the technical skills for their chosen mediums and critical thinking in regard to generating original artwork in their areas of emphasis is evident, but we would probably see a greater difference in scores if the students from ART 112 better represented the student demographic intended to be enrolled in the course.

In ART 112 – Gallery Techniques assessments, we would like to see a greater number of our seniors achieving scores on our assessment rubric with our capstone class meeting or exceeding our benchmark of 80%. The failure to do so this year may have to do with students returning from the pandemic having missed over a year of working on campus in the studios with equipment and space often unavailable to them working at home. We plan on reviewing the Senior Exhibition and Senior Portfolios this year to see if this was a blip or part of a larger ongoing problem. SLO 2.a is more troubling given that it indicates a failure on the part of our program to impart conceptual knowledge to our students.

ART 101 which was taught by an imminently qualified Tenure faculty who has since retired and currently has been taught by part-timers lacking the requisite degree to teach the required material. We will be performing two T/TT searches this year with the hopes that we will be able to fill this void. That aside, our current assessment scores are probably about in the right area given that the Art BA is a generalist degree rather than a focused professional degree like the Bachelor of Fine Arts (BFA). We are also seeing the impact of students forced to learn and make art from home during the pandemic thus having lower quality work for their portfolios.

The indirect survey provided generally very positive scores regarding an interest in a professional degree such the BFA mentioned above, quality of facilities, quality of program overall, and the student’s overall experience. That said, the datat it provide is circumstantial and devoid of clear alignment to our SLOs. In the future we will make a more concerted effort to use questions that better align with our SLOs, collect a larger number of responses, and use a ranking system that aligns with our other rubrics to be able to better use the data provided by the survey. An example of the survey can be found in the appendices *(Appendix 3)*.



1. **What changes, if any, do you recommend based on the assessment data?**

Though we did not meet our benchmark for the assessed SLO 2.a in ART 37 we are proposing a wait and see approach this year. Only falling short of the benchmark by one percentage doesn’t seem to imply a drastic failure on the part of the current curriculum structure or program design but we will have to see if this SLO continues to score low the next time it is assessed.

Currently, ART 112 – Gallery Techniques is a required course for all art majors, but students can take it whenever it fits their schedules and non-majors will also often take it. We are in the process of a curriculum course change to our current ART 112 – Gallery Techniques class to make it a senior capstone course with the new title ART 112A – Professional Practices. We have relied on advising to weed out students who aren’t seniors and this hasn’t always been successful when the part-time course faculty are simultaneously being pushed to have larger enrollments for the course to make.

Some of the portfolios were determined to be very deficient for the level being reviewed. Upon further examination it was realized that many of these students had enrolled in ART 112 prematurely. This resulted in portfolios that do not truly reflect what a culminating experience should be. We currently have a course revision in the curriculum pipeline that implements prerequisites which should correct this issue once it is approved. The ART112A will have added prerequisites to it to make it accessible only to seniors. In response to previously recommended changes in regards to advising, the Studio Art Area has again updated its four-year plans to recognize the updates in University GE requirements as well as respond to feedback from the advising center staff. We have also met and discussed further changes to our catalog to increase the number of student upper-division Art electives to improve the student work submitted to our Senior Exhibition and Senior capstone course (ART 112). These changes have been approved by the area but the Catalog Description Change is waiting on a faculty volunteer to submit and shepherd them through the Curriculum Process. The new restructured catalog description and capstone course will allow us to collect more specific assessment materials. We are hoping we will be able to use the new ART 112A to collect higher caliber artist statements, resumes and other professional materials which allow for a more complete assessment in relationship to the materials collected from ART 37.

1. **If you recommended any changes in your response to Question 4 in your 2020-21 assessment report, what progress have you made in implementing these changes?**

Last year the ART BA recommended the following changes-based on discussions during our initial assessment meeting as we evaluated the student work as well as during the follow up meeting where we reviewed the rubric generated scores. Here is the list of our recommended changes and the area’s responses to them in italics.

* 1. Increased departmental advising in a student’s first two years. Foreseeing this issue, in Spring 2020 the area rewrote its catalog description for clarity as well as updated the four-year roadmaps used by the college’s advisors. The previous 4-year plans on the university website were from 2013. Also, we are in communication with the Dean about creating a course release for one faculty to have mandatory advising every year or semester with all Studio Art BA Majors.

*The mandatory advising for students in their first two years mentioned above is an item that also showed up in our Program Review and Action Plan in response to our external accreditation visit and report. The first two years of a student’s time in an art degree is usually referred to as their “Foundations” work which generally would have Coordinator who would be responsible for the advising of students passing through those classes. This coordinator would receive a course release to allow for the increased advising load. The Dean offered a course release to a faculty in the Studio Art area who turned down this service responsibility, so we are at an impasse regarding this recommended change. One can hope that the two searches for new T/TT faculty will improve advising with more hands-on deck.*

* 1. Create another section of ART 37 so that more Freshman and Sophomores can enroll in the course. After this assessment we investigated the enrollment classifications for the courses last academic year, and we have already communicated with the Department Chair. Another section of ART 37 has been added for Fall 2021.

*Another section of ART 37 was added to the schedule, but it has struggled to make enrollment, this may be due in part to the lack of advising our incoming students receive. Students are still taking ART 37 as Juniors and Seniors because the course was impacted but now possibly because they don’t realize they need it.*

* 1. Faculty will investigate strategies for including curricula on audio either within current courses, developing new courses, or partnerships with other programs. Faculty will look for funding sources to procure equipment necessary to support audio curricula.

*Faculty responsible for audio related curricula have worked towards acquiring the equipment and course work to address the deficiencies seen in our Senior Portfolios last year. A partnership has been made with the DXI Hub on campus that has resulted in a small audio equipment purchase. Other equipment is needed in order to truly integrate audio curricula into the courses. Faculty are still seeking additional funding sources.*

1. **What assessment activities will you be conducting during AY 2022-23?**

For AY 2022-2022 the direct assessment activities scheduled are ART 37 Digital Portfolio and Senior Exhibition which is a capstone experience for our graduating majors. The SLOs assessed next year are the same as those assessed for this cohort during their ART 37 course two years ago, this will give us our first opportunity to directly compare the summative and cumulative assessment of a cohort. We will continue to use the same 12-point rubric so that we will have scores that can easily be compared to one another. Below are the direct activities and their SLOs.

Summative assessment PLO 1b and 2 from our core ART37- Digital Art. The descriptions of our PLO/SLOs are as follows.

PLO 1 – Introduce students to the materials, processes, and concepts of studio art practice.

1. SLO – Students will produce work that shows knowledge and proficiency of composition, form, and include the principles of art and design in their creative practice.

PLO 2 – To expand the knowledge of multiple social and cultural traditions, issues and histories of art.

1. SLO – Students will apply conceptual elements and content in art to compose compelling and thought-provoking content.

Cumulative assessment of SLO B in the PLO 1 and SLO A in the PLO 2 category from our Senior Exhibition. The descriptions of our PLO/SLOs are as follows.

PLO 1 – Introduce students to the materials, processes, and concepts of studio art practice.

1. SLO – Students will develop a basic knowledge of materials and techniques used in creating art.
2. SLO – Students will produce work that shows knowledge and proficiency of composition, form, and include the principles of art and design in their creative practice.

The indirect assessment activity is an Exit Survey collected as students drop off their work for the senior exhibition. Below are the direct activities and their SLOs.

PLO 1 – Introduce students to the materials, processes, and concepts of studio art practice.

1. SLO – Students will develop a basic knowledge of materials and techniques used in creating art.

PLO 3 – To recognize, experience, and maintain currency in the visual arts.

1. SLO – Students will develop projects that utilize contemporary approaches to materials and techniques relevant to their medium(s) of choice.

NOTE: For the AY 2021-22 Report, due September 30, 2022, there is no Question 7 pertaining to program review. For future Department/Program Annual Assessment Reports, there will be a question about how your Department/Program has planned to incorporate Justice, Equity, Diversity, and Inclusion into your assessment practices. We will discuss JEDI at assessment workshops in fall 2022 and resources will be available in the Department Coordinators Google Drive.

**Appendix 1.A –** Example of our Individual 12-point Rubric and Assessment Scoring sheet.



**Appendix 1.B** – Example of our Assessment Scoring sheet.



**Appendix 2.A** – Assessment Scoring Spreadsheet 1/4.



Faculty Names

Student Names

**Appendix 2.B –** Assessment Scoring Spreadsheet 2/4.

Student Names



Faculty Names

**Appendix 2.C –** Assessment Scoring Spreadsheet 3/4.



Faculty Names

Student Names

**Appendix 2.D –** Assessment Scoring Spreadsheet 4/4.

Faculty Names

Student Names

**Appendix 3 –** Student Survey

